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AUTHOR Kamidera, Hisao
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ABSTRACT

Hyogo University of Teacher Education is one of two graduate universities in Japan that were designed to meet national demands for improved, higher quality teacher education programs. The teacher education program focuses on a new inservice teacher education concept, which requires active participation of teachers in creating a continuous series of courses appropriate to their needs. The goal of this new program is to train teachers in educational research skills that will become a source of professional renewal. Curriculum and graduation requirements include a minimum of 2 years of study, during which more than 34 credits in integrated research and practice courses are completed. Courses offered to inservice teachers and graduate students are in the divisions of common subjects of interest to all students, integrated subjects, specialized subjects, research subjects, and independent study. Most of the 300 students are experienced elementary or secondary school teachers on sabbatical leaves. It is believed that, through the training of teachers in the Hyogo University of Teacher Education (and similar programs), teachers' ability and quality will be upgraded. (FG)

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THE NEW TEACHERS' TRAINING PROGRAMME AT HYOGO UNIVERSITY OF TEACHER EDUCATION

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N O T E

This paper was prepared originally in Japanese by Dr. Hisao Kamidera, Vice-President of Hyogo University of Teacher Education, for translation into English for dissemination under the NIER's Information Services Programme among Unesco Member States in Asia and the Pacific.

1. Social Background for Establishing a Teacher Training University Under a New Concept

World-wide Trend for the Improvement of Teacher Education

The establishment of the new universities of teacher education (i.e. Joetsu University of Teacher Education and Hyogo University of Teacher Education) was admitted at the 84th Diet Session on June 17, 1978, when the bills for the amendment of the National School Establishment Law and the Establishment Law for the Training Schools for Nurse-teachers was given the diet's approval. The following things are suggested in the bill:

"To cope with social demands for improving the quality and ability of teachers and training and securing the future teachers for elementary education, this kind of university has a graduate school programme which aims at giving opportunities to the teachers to continue studies of their own interest and an undergraduate programme by which teachers for elementary education are trained. As a whole, the graduate school programme is more emphasized than the undergraduate one at those universities, and practically useful research on school education is highly recommended."

According to the suggestion, Hyogo University of Teacher Education is characterized as follows:

(1) The university is designed to cope with social demand.

(2) It is equipped with a graduate school for teachers' continuing education and an undergraduate programme of teacher education for elementary education.

(3) It must encourage practically useful research on school education.

Accordingly, the purpose of establishing the university is "to cope with the social demand for upgrading the quality and ability of teachers and training and securing teachers for elementary education." This kind of social demand is not peculiar to Japan, but a world-wide trend. People have a great concern in the training and in-service training of teachers in order to improve the quality and ability of teachers and establishing the teaching job as a profession. The advice of the ILC, Unesco and OECD speaks for itself. Judging from the trends in the U.S., West Germany and England, it is obvious that they share the following common interest:

(1) To prolong the period of teacher training and to develop closer cooperation between the undergraduate and graduate programmes.

(2) Integration, rearrangement and status promotion of teacher training institutes.

(3) Training and in-service training of teachers.

(4) To keep a desirable ratio between the number of specified universities and that of comprehensive ones.

(5) New "experimental trials" for the training and in-service training of teachers.

Trends in Japan

Though there are some problems peculiar to Japan, we are facing almost the same problems that are found throughout the world. For example, the following suggestions and advice sound quite the same in spite of the different standpoints of view.

"On the basic policy for the future comprehensive expansion of school education" by the Central Council for Education, in June, 1971

"How to innovate education in Japan", by the Educational System Investigation Committee of the Japan Teachers Union, in June, 1972

"On the improvement of teacher education", by the Japan Association of Universities of Education, in June, 1972

"On the policy for the improvement of teacher education", by the Council for Teacher Education, in July, 1972

"The general plan for the establishment of the universities of teacher education based on a new concept", by the Liberal Democratic Party, in July, 1972

"The measures to improve teacher education", by the Japan Association of Universities of Education, in February, 1973

"A new concept of university and graduate school for teachers", by the Investigation Committee for Universities of Teacher Education with a New Concept, in November, 1974

"Problems of graduate school at educational universities", by the Special Committee on Teacher Education of the National Universities' Association, in November, 1974

"Teacher education at university", by the Special Committee on Teacher Education of the National Universities' Association, in November, 1977

"On the basic principle of the graduate school attached to the university of teacher education", by the Graduate School Committee of the Japan Association of Universities of Education, in January, 1978

"On the improvement of the quality and ability of teachers", by the Central Council for Education, in June, 1978

Needless to say, Japan has its own educational problems. These problems are creating the necessity to innovate the educational system. However, most of them have originated from the problems of the quality and ability of the teachers. Nowadays, people of every walk of life are thinking that something has gone wrong with the educational system in Japan. Some people think it is in danger; others think it is rotten or it is dead or there are people who even assert that there are schools but no education. These ideas are turned into the distrust of the teachers. Then, such extreme ideas that teachers don't exist, or that it is useless to train teachers have been born. Social trends of this kind naturally have given rise to ideas such as that teachers are in holy orders, or that they are charged with a mission, or that they are only laborers. These ideas have evolved into political points of view. Furthermore, beyond the ideological conflict, the argument has reached the point where training and in-service training of teachers are considered to be barren. In response to this situation, people of education have been trying to defend themselves by saying that teachers are professional experts. Unfortunately, it is from their very attitudes that have drawn the problems of improving the training and in-service training of teachers.

Demand from the Teachers Themselves

The most primary and strongest demand is coming from parents, children and teachers themselves. To ask for a good teacher is a parent's wish, and children's fervent wish, and teachers themselves must be longing to be one from the bottom of their hearts. In any period of our history, the demand for the improvement of teacher education and in-service training has never been as strong as it is now on the part of the teachers.

In the past 30 years, teachers have been said to have become teachers because they couldn't be anything else. It has been nothing but an insult. However, in the last 10 years, the way teachers are has changed. A teacher with 15 years' experience once said that he felt very ashamed of himself when he thought of how little he had achieved as a teacher. He is a model teacher of a new type. How can they change the self-scorning attitude into one of self-respect? Teachers are eager to learn.

"I have never been in a class where enthusiasm prevails as much as here." "Hour after hour, I felt tense." "Everything I say

is responded to by the eager eyes of the students." These remarks are not describing the abnormal situation that occurred at the time of campus struggles; they were made by the instructors at our university when the graduate program got started in April, 1980. They are the teacher-graduate students who came under the faith that to study is to grow and it will give visible and invisible important effects on children. These people are acting out the belief that teachers are eager to learn. Of this belief, both progressive and conservative people are in no doubt. The atmosphere created by them, their morale, eagerness and determination surprised the instructors at our university, who are not easily surprised.

In Response to Social and National Demand

Hyogo University of Teacher Education has given priority to this mission of meeting teachers' fervent demand, and provides the place and opportunity for the teachers whose moral and morale for education and longing for further educational research are quite strong. At least, the graduate students who have been admitted in the past 2 years are doing their best in responding to their own morale for educational research.

Needless to say, this kind of teacher morale for further pursuit of study depends on their own will. On the other hand, as long as his morale is stimulated by the eagerness to be a good teacher, it has a social aspect in that he tries to live up to the expectations of society and the nation. The social and national demand is one of the factors that support the teachers' morale; it is never regardless of, nor in conflict with the teachers' personal will. One should rather reflect the other and they should be unified in harmony.

The interaction of the public demand and the teachers' personal demand could be summarized as follows:

"Teachers are strongly required to possess a sense of mission as educators, with wide knowledge supported by human love, ideas and methodology of education, deep understanding of human growth and development, highly specialized knowledge on their subject, and excellent teaching skills as parts of their professional disposition, which should be of good quality." (See 'The Goals of the University' in the paper published in August, 1979, under the title of "On the General Concept of Hyogo University of Teacher Education") To meet the social, national and personal "demands of the times", and to provide the opportunity mainly for the teachers to undertake research on school education, the educational universities with a new concept were founded.

The urgent need for an educational university with a new scheme reminds us not only of the demand of the times for the better quality and ability of the teachers but also of the inadequacy of

the existing universities which cannot deal with the demand right away. As some comment has been made by the author in another paper, a further dissussion is left out here. 1)

2. Significance of In-service Training

Under the existing system, a teaching certificate is granted by prefectural boards of education. However, this is not the end of teacher education. It is only the beginning of becoming a full-fledged teacher. They have to start putting their theoretical knowledge into practice and their endless, life-long learning really starts here. This teacher education has liberal arts as its transversal axis and specialized knowledge as its spindle. What is learned in each dimension should be intertwined, and through friction their quality and ability are formed. This starting point, which is based on the existing academic achievement, presents the established tactics necessary for a teacher. Then, they are to master those teaching tactics to the extent where they reveal themselves at the scene of real teaching. At this level, for the first time, they are qualified as full-fledged teachers.

At the very moment when they become teachers, the in-service learning-training has started to master the established tactics through teaching and other educational activities. It goes without saying that the in-service learning-training includes practice, self-training, participation in a planned training course, and so on. Learning while teaching is one of the characteristics of educational activities.

Generally speaking, the concepts of training, in-service training and re-education are sometimes taken in a narrow sense or misinterpreted due to a certain prejudice. For example, the in-service training is phrased as follows: "To make up for the lack of the previous training," (compensation), "To educate again and reproduce," (reproduction), or "To adjust the teachers according to the trend of the times," (adjustment), and so on. However, as far as teachers' in-service training is concerned, it should be interpreted in an active sense such as "To improve the quality and ability," "To fulfill, deepen and develop the quality and ability," or "To deepen the quality and polish up the ability." In other words, in-service training must facilitate the growth of the fruits of teacher education and the expansion of the research necessary for a teacher to remain as a good teacher.

In principle, teachers' in-service training aims at the acquisition of the learning habit. Whether the in-service training is heteronomous, say, organized by a public body, or autonomous, it is important for the teachers to take in something continuously, expansively and deepeningly in order that the teachers can internalize the effects of the training. With those efforts, a teacher will be able to keep growing.

Administrative efforts have been in action for systematizing the in-service training of the teachers. The advice by the Central Council for Education entitled "On the improvement of the quality and ability of teachers" (1979. 6) triggered this trend, as mentioned before. This advice describes the principle of how to improve the in-service training system as follows:

"Teachers must be allowed to take part in an in-service training consisting of the appropriate content and done by the appropriate method at the right time according to their experience and age. The in-service training courses, therefore, must be organized and adjusted by the national and local governments in terms of the participants and the content."

In accordance with this principle, all the prefectures in the country have been doing their best to systematize in-service training. Judging from what is going on, the present situation of the systematization of in-service training is as follows:

(1) In most cases, the systematization is considered to have a training course regularly, according to the age, years of experience, kinds of school, subject, and status of the teacher.

(2) The systematization of the content of the training is still far from being satisfactory.

(3) The in-service training should be based on the developing process of the quality and ability of the teachers and should be able to nurture these factors. Unfortunately, the present programmes are not quite ideal. Without a correct understanding of the real quality and ability of the teachers, how is it possible to systematize the in-service training? This is the very task we have to carry out from now on. Generally speaking, short-term training programmes done by one organization such as a private organization, a school or a local public body, emphasize the accumulative effects on developing the quality and ability of the teachers.

Now, what is emphasized in the in-service training programme at our university? In principle, the in-service training should be regarded as part of the teacher's life-long learning or life-long education. The training in our university means more than a simple training course; it is a long-term training which is to stimulate a rapid progress and a change in the teacher's nature. Needless to say, the graduate school of this university was founded according to the standards for establishing a graduate school issued by the Ministry of Education. The standards say, "The aim of the graduate school is to provide specified knowledge, cultivate an ability to make research in the specified area and develop advanced skills

necessary for a job of high-degree profession from a wide point of view."

In this university, teacher-students are supposed to make scientific research on educational activities from a new viewpoint, that is, from an educational, integral and professional point of view. In addition, they must obtain further knowledge on education, extend the ability to undertake research on educational matters, and widen their expertise as a teacher. To achieve these goals, the basic knowledge and skills acquired through the teacher training programme and the extended knowledge through teaching and other experiences must be stimulated by a new method with a new vision. Thus, the existing, fixed mold or frame of thinking will be destroyed. The problems accompanying the destruction should be brought back to the level of common sense and the basis of teaching, and be expanded and reorganized into a bigger frame of concentrated professional knowledge that assures the teacher of highly-developed quality and ability.

In other words, the creation of a new integrated system of learning will enable the teacher to reorganize and recreate his ability. As a result, the teacher will establish a new set of basic formulas in education, growing to be a better teacher. Even if not, the teacher will at least develop a basis for a leap or a change. This is where the goal of the in-service training and studies should be placed in the scheme of life-long education of the teacher. It might be called "stimulating in-service training" or "brainstorming training" might not be contrary to reason.

In this light, the in-service training and research at this university must be changed from the kind of just giving new information to the kind that makes the teacher grow in a true sense. In other words, the programme should not be fragmentary. But it should be expanding rapidly. In the final stage, it should be a continual and systematic in-service training programme. Therefore, "continual education" fits better than "in-service training", for the former phrase properly represents the principle of the continual development of the teacher's ability.

3. Characteristics of Hyogo University of Teacher Education

Outline of the University

The Graduate School of School Education at the graduate school of Hyoto University of Teacher Education must be up to giving the above-mentioned training courses that are stimulating and touch upon the very nature of education. To elaborate, it is necessary to trace back how this university was planned, starting with its characteristics. Next, the paper will discuss the scientific and integrated research on educational activities done at the university.

There are three features that characterize our university.

(1) It is a university for teachers

The university provides pre-training and in-service training for those who will be and are professionally-minded educators with a sense of mission and human love.

The Faculty of School Education solely consists of the course of teacher education for elementary education. It aims at training teachers of elementary education (i.e. kindergarten and elementary school teachers), in such a way that they may have a warm personality and a high degree of professionalism.

The graduate school, issuing a master's degree in school education, is designed to improve the teachers' quality and ability by having them do scientific research on educational matters. The teachers from kindergarten to high school will polish up their professional knowledge as well as their personalities.

(2) It is a university with a new scheme

Systems and organizations are established to encourage theoretical and practical research on school education from the overall and professional points of view.

1) New ideas were used to design the undergraduate and graduate programmes and the educational research systems.

2) From a new point of view, the university has been trying to innovate the structure and content of the curriculum.

3) Especially, under the undergraduate programme, teaching practice is emphasized. Under the graduate programme, well-organized and comprehensive research on present educational problems is done at the Center for School Education Research, which serves as the center of the all-campus cooperation. As is suggested, the university is open to the outside educational world. For example, a. The undergraduate and graduate programmes, the Center for School Education Research, various kinds of educational research centers, the elementary school attached to the university and associated schools are closely related with each other, and yet, each institute is conducting its own research, b. The Center for School Education Research is playing an active role in promoting cooperation and interchange among the schools and institutes for school and social education. This center keeps the papers on current educational problems, educational science, teaching practice, educational technology, documents, and data on demonstrations and interchange; c. The university has appointed a few "consultants"

from outside who are outstanding educators working at certain educational institutes in the hope of inviting useful and proper advice on the administration of the university.

(3) The university has excellent surroundings for education. The Ureshinodai Campus, which stretches over 40 hectares, is surrounded by natural splendor including green hills and fields and it is split into 3 zones. One is the educational research zone which is harmonized and unified. Another is the athletic zone designed to be spacious and functional. The other is the residential zone in an extremely quiet mood. As a whole, the educational environments are being prepared in such a way that the new concept on which the university was founded reveals itself in any corner of the buildings on the campus or even in the arrangement of the buildings. For instance, the buildings on the educational research zone are designed according to the characteristics of the subjects and courses. The arrangement of the buildings is radial with a square in the center.

The complexes of the attached elementary school and the Center for School Education Research are located in the Yamakuni District. They compose an educational environment very unique to themselves.

Integrated Research on Education in Action

The research conducted at this university throws light on the integrated scientific approach to "educational matters in practice." The graduate programme does not simply pursue the traditional system of learning which is branched out into many fields. The aim of the programme is to conduct research on "educational activities in practice", taking the tradition into consideration. This is the most unique feature of the university.

Furthermore, the teacher should use his teaching experience as a basis for his research at the university. For two years, he is away from the real educational environment, analyzing the problems from a scientific point of view. In the meantime, he must learn how to practice his theory actively, resulting in the production of high degree research.

If the research at graduate school should be academic, the research done here is not academic in the traditional understanding of the learning system. But it is academic in the sense that a new research subject is scientifically analyzed from a new point of view, and that the students are loyal to the faith that they should establish a new system of learning. This is where people are expecting the field of school education research to be founded by stimulating research.

To live up to this kind of expectation, the university has two

experimental aspects. One aspect lies in the way the majors and courses are designed. A lot of consideration was given to the way the courses are offered. The other is the invention and practice of the new curriculum plan. The following principles support these two experimental ideas.

(1) The most important theme for the research at the graduate school should be picked out of educational activities conducted at school. The theme itself is integrated and exhaustive by nature. Therefore, the research naturally requires an integrated, exhaustive approach to the theme. The traditional approach based on the branched learning system is not sufficient.

(2) The trend of current academic research is moving towards the harmonization between specialization and integration. The university intends to stimulate this and lead it to an opening of a new field where interdisciplinary research is encouraged.

(3) As is mentioned above, the goal of the research is to develop a new research trend that deals with integrated matters by an integrated method. To enable this, it is necessary to establish the basics of the research theory.

(4) In any research, "the educational point of view" must be employed. If research is being done on natural science, it should be related to science education. Research on history must help improve history education.

According to these principles, four courses are available; the field of school education (including the departments of educational basic theory, educational administration, educational method and guidance), the field of early childhood education, the field of education for the disabled, and the field of school subject education (including the departments of language, social studies, natural science, fine art and music and life and health). All of these fields and courses are more exhaustive and more unified from a new point of view than before.

In accordance with the designing of the courses and fields, a unique curriculum has been set up so that it can facilitate the characteristics of the academic and practical research in each field. (See Table 1)

The requirements for completion are as follows:

(1) The student must stay for the minimum of two years.

(2) As Table 2 shows, the student must complete more than 34 credits, receive necessary instruction on research, and after his master's thesis has passed the examination, he must take a test on it.

Table 1 Subjects/Courses Open for Students

Division			Outline
Common Subjects			These courses aim at providing teachers with a wide and common basis of advanced professional knowledge. They are concerned with human development, educational system and administration, instructional and learning system, and guidance.
Special Subjects	Integrated Subjects		These courses are offered to widen the professional knowledge that characterizes the teaching job as a profession. The courses are interdisciplinary.
	Specialized Subjects	Integrated Field	School education is emphasized, and each course is designed in accordance with the goals and contents of the school subject of elementary and secondary education.
		Specialized Field	The research results done under the traditional academic system are introduced. The courses of each school subject deal with teaching methods and the subject itself.
	Research		The course is offered to cope with the student's own interest. He is expected to develop his interest into the form of a master's thesis.
Independent Study			As a teacher, the student is supposed to deepen his general knowledge on human nature and his own subject. This is not included in the required units for the completion of the master's programme.

Table 2 Requirements for Graduation

Division			Required Credits
Common Subjects	Courses on Human Developments		8 - 12
	Courses on Educational System & Administration		
	Courses on Teaching Method & Learning System		
	Courses on Guidance		
Special Subjects	Integrated Subjects		4
	Specialized Subjects	Integrated Field	16 - 12
		Specialized Field	
		School Subject Field	
		Research	6
Total			34

(3) Those who have completed the requirements will be conferred a master's degree in education.

Unique Content of the Curriculum

In relation to the curriculum and the requirements for completion, some unique features of the courses are introduced here in terms of their goals, contents and ways of completion.

Common subjects aim at widening and deepening the common basis for the teacher so that he can gain further advanced professional knowledge. In other words, by stimulating the existing knowledge on teaching, the courses are expected to cultivate the grounding for further expansion. For this purpose, the field of school education offers courses in four areas. The characteristics of these courses lie in the fact that their themes are integrated as well as the instructional system. For example, a course in the area of educational basic theory named "Humanistic approach to the basis of education" is taught by a team of experts on education and educational psychology. This enables the instructors to make the course more integrated in terms of the themes and method.

The object of the integrated subjects under the special subject is to have the teachers obtain professional knowledge on teaching which characterizes their profession. The courses are interdisciplinary. A course called "Nature and Culture", for instance, deals with an integrated theme and a group of instructors whose specialities are those such as sociology, fine arts and natural science takes care of it. This is also the case with the common subjects, as mentioned before.

The integrated field under the specialized subjects puts emphasis on the practical aspect of education. It pays special attention to the goals and contents of the school subjects taught at the elementary and secondary education levels. Thus, each department of the field of school subject education offers interdisciplinary courses. For example, the department of language offers "The history and science of language" which, by the traditional standards, would cover both the Japanese and the foreign language departments.

"Research" is one of the most attractive components of the university curriculum. Each student is required to bring his own research topic upon entering the university. The feasibility of his topic and the specialty of the instructor are discussed, and they set up the research topic for their cooperative work. This research receives 6 credits and it is hoped that the research will be developed into a master's thesis.

Independent studies are also very unique to this university. The object of this course is to provide the teachers with the foundation for sophisticated knowledge on human beings and their specialty. However, this is not required. Celebrities come from inside and outside of the campus as instructors of the course.

Mr. Takashi Inukai and Mr. Shinji Fukai, the authors of A Trip to the World of Manyo and Cultural Exchanges of the East and the West and Persia, respectively, have been here as instructors, just to name a couple.

I have mentioned that the research at the university is stimulating. By taking the common subjects, the teachers get stimuli on the general aspect of teaching. Special subjects, especially specialized subjects, integrated field and research will stimulate the professional aspect. Finally, independent studies are stimulative to the humanistic aspect.

In addition, all the research is attested by well-planned surveys of the real educational situations. Instruction analysis and surveys are intermingled with the research on the school subject, leading to the establishment of a special project team for further pursuit of the research theme. One of the most important roles of the Center for School Education Research is "to promote the scientific research on school education and field work in an integrated way." This arises from part of its responsibility as one of the associated educational research intitutes on campus.

On Admission of the Students

Eligibility for application for enrollment is almost the same as graduate schools at other ordinary universities. However, the idea in the report by the Investigation Committee is made the most of, and the possibility has been discussed that a graduate of a junior college who has the first-class teacher's certificate after a certain period of teaching experience can take the entrance examination, starting in the school year of 1982.

About two-thirds of the admitted students (The total number is 300) are the teachers for elementary and secondary education who have taught over three years. They can take a two-year sabbatical leave for the master's programme.

As for the screening, a written examination and an interview are held to find out if the applicant has the ability to complete the course and do some research after entering the university. The final decision is based pon the written and oral examinations, performance records and health certificate.

The written test is done on the basics of teaching, foreign languages or practice of educational activities, and the specialized subject. Those who have served as a teacher for more than three years can take the "practice of educational activities" instead of a foreign language. The screening is done by the end of September followed by the announcement of the successful applicants.

Table 3 The Fixed Number for Admittance

Classification			Number of Admittance
Graduate School of School Education (Master's Programme)	Field of School Education	Department of Educational Basic Theory	20
		Department of Educational Administration	15
		Department of Educational Method	15
		Department of Guidance	10
		Subtotal	60
	Field of Early Childhood Education		20
	Field of Education for the Disabled		30
	Field of School Subject Education	Department of Languages	40
		Department of Social Studies	30
		Department of Natural Science	50
		Department of Fine Arts and Music	30
		Department of Living and Health	40
		Subtotal	190
Total			300

4. Conclusion

What can the educational world in Japan expect of Hyogo University of Teacher Education? Teachers' ability and quality will be upgraded by the continual and stimulating results of the in-service training. At the same time, the practice of educational activities itself is the main theme of the research. As the academic effects of the research deepen, the quality of education will be improved. Furthermore, the results will bring good effects on the educational research and teacher education at educational universities in Japan.

It is necessary to touch upon another important problem here. The annual number of graduating students, if none of them drops out, totals 300. It will be 900, if Joetsu and Naruto Universities of Teacher Education are included. These numbers indicate that only a very small percentage of the teachers from kindergarten to upper secondary school come for the in-service training. It is quite doubtful if the effects of the stimulating in-service training can be spread to improve the quality of school education throughout the nation. Nevertheless, students come from Okinawa to Hokkaido. The graduates will scatter all over and serve as the nucleus of each prefecture. They will stimulate others at each and every place. It is hoped that educational innovation will take place from within. Needless to say, there is a prerequisite that the Center for School Education Research help each school and institute cooperate with each other for the purpose of achieving educational innovation. This is the very reason why educational research receives priority in any organization in the university, assuming that the university is open not only to the inside but to the outside.

In relation to this matter, cooperation among the universities, especially among the educational universities or among the universities with teacher training and in-service training programmes, is a big issue. A close contact with other universities will throw light on vertical and horizontal systematization of teacher's in-service training and management of research data on education, whether these universities are based on a new concept or not. Fortunately, attempts by Hyogo University of Teacher Education have drawn nationwide attention and this is expected to bear fruit in the future.

Finally, this university is open to abroad. International information exchange, sister universities, personnel exchange of professors and students, making the most of the unique aspect of the university (that is, the students are teachers in-service) are much demanded and expected, so that the university will function as the center of the school education research.

[Note]

1) Hisao Kamidera, "Significance of establishing a new educational university and problems of teacher training: A case study at Hyogo University for Teacher Education," in the autumn quarter issue of Law Education, 1978.